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ABSTRACT

Summaries of the keynote speech by Os Guiness and discussions on U.S. cultural trends in education, in child development, and among youth are included in this document. Guiness believes there has been a shift from an economic focus to one centered on cultural activities. He states that four current cultural trends are: (1) a sense of hollowness; (2) a sense of homelessness; (3) a sense of heartlessness; and (4) the death of the concept of heroes. He suggests a return to the historical values, beliefs, and way of life inherent in the U.S. Constitution and assumptions of the founding fathers. A discussion of cultural trends in education includes an evaluation of religion, the family, and traditional roles and values. Paul Vitz, in "Religion and Traditional Values in Public School Textbooks," concludes that both have been excluded or omitted from children's textbooks. Problems in child development and the parent/child relationship are discussed by a panel of child development specialists in terms of the increasing numbers of employed mothers. Peter Uhlenberg reports on a research study concerning the well-being of white adolescent youths and states that this well-being declined during the 1960s and 1970s because of a reduction in parental commitment and the growth of individualism, which led to reduced bonding. Lists of conference participants and community organizations are appended. (JHP)

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Cultural Trends and the American Family

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Foreword

What impact are various cultural trends having on the American family? That was the major question addressed at our 1986 Family Research Network Conference.

The conference brought together academic scholars, social policymakers, and leaders of community-based organizations to discuss current trends in three major areas: education, child development, and youth. A summary of each of these discussions is included in this report of the conference, along with a presentation made by keynote speaker, Dr. Os Guiness.

While this report includes major highlights of the conference, it is not designed to be an exhaustive, play-by-play recording of the proceedings. In fact, several special presentations, including a workshop led by Dr. Chester Finn on how to apply for federal research monies, are not addressed in this report because we hope to use that information in a future FRC publication. (We are also using film clips from the conference in a special video presentation on current social trends.)

I want to express my appreciation to the Stewardship Foundation and the ACTION Agency for their generous support of our conference. In addition, I would like to thank all of the speakers, program participants, and conferees who made our 1986 conference such a success.

I hope you will enjoy reading this report on "Cultural Trends and the American Family."

Gerald P. Regier
President

Cultural Trends and the American Family

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I: Introduction

"America has reached a crucial stage in the grand contest of ideas," Brookings Institute scholar Dr. Os Guiness told a group of policymakers, academicians, and civic leaders in his keynote address at the 1986 Family Research Network Conference. "The principles and patterns of public life are now at stake."

The 20th century has seen a shift from an economic focus to one that centers on cultural issues, Guiness said. This has spurred a growing debate on the importance of public virtue, character, and morality. But Guiness said the conflict goes much deeper than simply pitting traditional values against progress. Instead, the conflict goes right to the heart of liberalism—it centers on the relativism of truth, ethics, and justice.

Guiness described four cultural trends associated with the rise of modernity and liberalism:

1) *The sense of hollowness.* Guiness noted that at the time of the American Revolution, the absolute worth of human beings and the sense of self-evident truths were cardinal principles. Today these absolutes have been replaced by pervasive relativism, he said.

2) *The sense of homelessness.* Guiness said faith and family provided roots in the past. But, as these social institutions have been weakened by modernity, homelessness and hopelessness have filled the vacuum. He said hopelessness can be seen in the rise of abortion ("eruption of violence into the womb—the first home of human beings") and in the common resignation that a nuclear war will destroy the earth.

3) *The sense of heartlessness.* Whereas the United States was once known for its hospitality and generosity, Guiness said that is no longer true. He said today's heartlessness is "the unwitting consequence of people turning to their own ends at the expense of anyone else." Guiness attributes to this trend the rise in deficit spending and the self-absorption with national affairs (rather than international concerns).

4) *The death of heroes.* Accompanying the death of God in modern thinking is the death of heroes, Guiness said. While heroes have been replaced by celebrities, role models have been collapsing.

In combatting these trends and the environment that nurtures them, Guiness called for a return to the historical values that were the foundation of the United States. "Republican vitality is completely derived and dependent on the ideals that gave it beginning," he said.

Public virtue was a major concern of the founding fathers, who knew that all previous republics had fallen because of the lack of virtue.

"The Constitution for them was not just parchment and ink," Guiness said. "It was the whole body of beliefs, assumptions, values and ways of life that were enshrined in parchment and ink."

II. Cultural Trends in Education

Are public school textbooks biased? Are they censored? According to a study by Dr. Paul Vitz, professor of psychology at New York University, the answer to both of these questions is yes.

Vitz presented the findings of his study, "Religion and Traditional Values in Public School Textbooks," at the 1986 Family Research Council Network Conference. His study of nearly 100 textbooks used in our nation's public schools documented what Vitz called the systematic exclusion of religion, its history, and its influence on modern-day America. Vitz found that textbooks not only misrepresent the role of religion in our society, but that they give cursory attention, at best, to many traditional values.

"The nature of the bias is clear." Vitz said. "Religion, traditional family values, and a number of conservative positions have been reliably excluded or omitted from children's textbooks."

Information for Vitz' paper, "Religion and Traditional Values in Public School Textbooks," was taken from a sample section of nearly 100 current textbooks. Included in the sample were: social studies texts for grades 1 to 6; basal readers for grades 3 and 6; and world history or world culture texts for grades 11 and 12.

The study tallied all written and pictoral references to religion, family, or traditional values in the selected textbooks. The reliability of scoring was checked by an independent scorer, and additional findings were included in the results.

The complete version of Vitz' study can be found in the Summer, 1986 issue of *The Public Interest*, Number 84, pp. 79-90. Transcripts can also be obtained by writing to the Family Research Council of America, 515 Second Street N.E., Washington, D.C., 20002.

Religion

Vitz said religion was almost without representation in social studies texts used in elementary schools. In reviewing 60 books containing nearly 15,000 pages of material, Vitz found no primary written references to religion, and only 11 pictoral images. These visual depictions consisted of images such as a family praying at Thanksgiving.

In grade 6 world history or world culture texts, Vitz found several areas of neglect regarding the coverage of Christianity and Judaism. These neglected areas included:

- ancient Jewish history;
- the life of Jesus of Nazareth;
- the first 1,000 years of Christianity;
- eastern Orthodox Christianity and the Byzantine Empire; and
- Christianity in the modern world.

Vitz found eleventh and twelfth grade textbooks equally negligent in their

treatment of religion. Despite their more scholarly approach, these texts proved deficient in their coverage of:

- religious energy and creativity of the U.S.;
- conservative Protestantism;
- major evangelical movements since the colonial period;
- positive Catholic contributions to American life;
- positive Jewish contributions to American life; and
- "standard" religious aspects of events, such as the Great Awakening(s), the Salem Witch Trials, and links between Christian denominations and the anti-slavery movement.

In the grade 3 and 6 basal readers, not one story or article primarily focused on religion. Moreover, religion played a secondary role in only five or six pieces. For example, in a biography of the Mayo brothers, an order of Catholic nuns was mentioned as being instrumental in setting up the Mayos' first hospital.

Family

Among social studies texts for grades 1 and 4, Vitz found the definition of the family to be seriously deficient. For example, "one text stated, 'The family is a group of people,'" Vitz said. "The emphasis in these books was on the many types of family—all implicitly equally legitimate."

The deficient treatment of the family was even more evident in what was not said. For example:

- The words "marriage" and "wedding" occurred only once in 40 books.
- neither of the words "husband" or "wife" were used;
- the words "housewife" and "homemaker" did not occur; and
- there was not one presentation of a family with clearly traditional sex roles.

In the basal readers, Vitz said, a feminist emphasis was evident in at least 10 percent of the stories or articles. For instance, not one story held up motherhood or marriage as a worthy goal. Instead, Vitz found a strain of feminist and role-reversal themes.

Traditional Values

In addition to the negligent treatment of religion and family, Vitz found that many traditional American values were omitted, underrepresented, or supplanted by other themes. For example, the social studies texts for grades 1 to 4 contained a unisex emphasis and a lack of concern for the non-material. Work was characterized primarily as a means of acquiring status, money, and possessions.

In the basal readers, Vitz observed a lack of patriotism (out of 22 books, over 76 percent did not have one patriotic story), and a lack of support for business, especially the entrepreneurial spirit that has characterized the United States.

Evaluation

A panel of experts from three distinct perspectives—history, education, and

research—evaluated Dr. Vitz' presentation at the Family Research Council Network Conference.

David Bovenizer, associate editor for the Ethics and Public Policy Center, said that Vitz' findings showed the inevitable result of the American view of history. He said the non-religious tone of American textbooks is an effect—rather than a cause—of the process of secularization. "Secularization," he asserted, "is an unavoidable byproduct of the 'Real American Tradition.'"

Bovenizer said that the idea of religion as the source of reason and meaning has given way to a more liberal philosophy. Historians no longer perceive a causal relationship between religion and significant political or social activities.

Speaking from an educational perspective, Dr. Dorothy Rich, founder and president of the Home School Institute, said that the family plays a much more significant role in shaping a child's understanding of the world than do schools or school textbooks. "Research on the family is overwhelming," she said. "The family is indeed the critical educational institution—not just in the three R's, but also in values."

Rich also referred to a publication by the Congressional Research Service of the Library of Congress which found that the samples used in Vitz' research were not representative. Because it was not known what proportion of students used the sample books, Rich advised caution in generalizing Vitz' findings to non-sampled books.

Dr. David Larson, research psychiatrist at the National Institute of Mental Health, took exception to these criticisms. He described the sampling approach as excellent, especially since no other studies existed as models. He also praised the study's systematic analysis, which limited bias and demonstrated what information was lacking in the texts.

Larson also commended Vitz for conducting research on religion, and called for other researchers to explore this subject. He cited a quote from the *Chronicle of Higher Education* in 1985, that said: Academic study of religion is not the practice of religion. Religion has always been there, forming our self-understanding, our values, and public life . . . The question is whether we will remain vulnerable to its abuse and use, or will acquire the fundamental knowledge and skills to evaluate it.

III: Cultural Trends in Child Development

The most critical factor in childhood development is the relationship between a child and his parents. That was the conclusion reached by a panel of child development specialists who shared their research findings at the 1986 Family Research Network Conference.

"The parent has to be consultant, designer, and the authority—to make sure there is discipline in the life of the child," said Dr. Janet Merrill of Dallas Baptist University.

Dr. Raymond Moore, founder and former president of the Hewitt Research Foundation, echoed her remarks. He said children who receive 60 to 90 minutes of parental instruction and attention each day usually score in the top quartile on education achievement tests.

Dr. James Dobson, founder and president of Focus on the Family, was quick to point out that the important role parents play doesn't end after the first three or six years of a child's life. Instead, the parent-child relationship continues to affect childhood development through the difficult junior and senior high years.

Employed Mothers

In discussing the increased labor force participation of mothers, Merrill said mothers who work outside the home are of necessity relinquishing at least part of their role as a child's primary caretaker.

"I have seen what I call a terrifying change in children . . ." she said. "Their behavior in schools is bizarre. They're upset. They're tired . . . They're emotionally distraught . . . I see that as a result of the child not being with the parent and being put in day care."

Dr. Allan Carlson, president of the Rockford Institute, said that financial pressure is one of the reasons many women work today after the birth of a child. He said part of this financial pressure has resulted from a tremendous transfer of the tax burden onto the two-parent family since 1960. Carlson said that between the years 1960 and 1984, a two-parent family with four children saw its average federal tax burden increase 224 percent. During this same time period, families have also incurred a 600 percent increase in the social security tax.

Dobson pointed out that women have had to deal with more than just economic pressure, however. He said they have had to face a prevailing societal attitude that devalues full-time motherhood. Women who choose to stay at home with their children often do so wondering if they couldn't be doing more with their lives, he said.

Calling this the "assault on mothering," Dobson said, "I do resent the atmosphere we have allowed to develop where a woman is not really free to choose what she wants to do."

Other influences have negatively affected the quantity and quality of parental time with children. In deriding egocentrism and materialism, Merrill said that

today's values often seem to be based on the benefits to parents, rather than the benefits to children.

While acknowledging that the number of mothers employed outside the home has risen significantly in recent years, one conferee urged caution in evaluating the statistics. Cheri Loveless, president of the Virginia-based organization Mothers at Home, said that figures used by the media often define a worker as "anyone who contributes to the labor force one hour a week and up." This includes women who work part-time and women who work within their homes so that they can spend time with their own children. Women who work for family business or farms are also included.

Recommendations

What positive steps can be taken to encourage stronger parent-child ties? Merrill called upon professionals in education, medicine, and mental health to place their knowledge into practice as they develop policies that affect children and as they deal with children on a one-to-one basis.

She said that in the state of Texas, educational authorities have made school days longer and are considering a year-round school year. She said both pose serious problems according to the research of leading developmental psychologists, such as Dr. Burton White of the Center for Parent Education.

In addition, she said the professionals should be willing to take unpopular positions, if necessary.

In the area of public policy, Carlson called for adjusting tax liability to account for differences in family size. He said this could be done by:

- increasing the dependent tax exemption to $4,000 per child;
- offering a tax credit, perhaps $500 per child, to be applied to one's payroll tax (social security);
- making the current child care credit universal so that parents who care for their own children can receive the same tax privileges given to parents who utilize substitute care.

"If we are going to be in the business of subsidizing child care, I think we need to do it in a non-discriminatory way," Carlson said.

Aside from these policy changes, a number of different ideas aimed at helping parents were offered by panel members and other conferees. These suggestions included:

- programs on radio and television, such as Dr. White's question-and-answer public TV program on parenting problems;
- continuing education in community and church, such as Dr. Dobson's film series;
- mothers' clubs in church or community settings that enable young mothers to meet with their peers and discuss parenting challenges under the guidance of older, experienced women;
- programs such as Nebraska's Parent Aid, where community volunteers work on a one-to-one or couple-to-couple basis with parents needing to develop their parenting skills.

IV: Cultural Trends Among Youth

A decline in parental commitment to children caused the well-being of America's youth to deteriorate dramatically during the 1960s and '70s, Dr. Peter Uhlenberg of the University of North Carolina asserted in his presentation at the 1986 Family Research Network Conference.

In reporting on the findings of a research study he conducted with fellow sociologist David Eggebeen, Uhlenberg said that the drop in adolescent academic performance and the rise in suicide, pregnancy, drug abuse, and criminal behavior among teens occurred despite improvements in what mainstream social scientists and policymakers regard as important determinants of child welfare. He said the proportion of 16- and 17-year-old white teenagers living in homes without poverty, large families, or low-educated parents doubled between 1960 and 1980.

Uhlenberg's research focused on the well-being of white adolescents aged 16 to 17. This group was selected because little research has centered on them, as compared to minority adolescents.

The study took generally-accepted determinants of child welfare and evaluated them in terms of overall well-being. A complete copy of Uhlenberg's paper can be found in the Winter 1986 edition of *Public Interest*, Number 82, pp. 25-38. Transcripts can also be obtained by writing to the Family Research Council, 515 Second Street N.E., Washington, D.C., 20002.

During this same 20-year span, federal spending on children more than quadrupled and educational reforms resulted in greater spending per student, smaller class sizes and better-educated teachers.

"Given these changes, the well-being of adolescents should have been improving," Uhlenberg said. "But, if there's good news somewhere, I could not locate it in the available statistics."

Responsibility for the Decline

What caused the dramatic decline in adolescent well-being? According to Uhlenberg, this demise occurred because of an erosion in the parent-child bond. "The preoccupation with removing responsibility from individuals for negative outcomes has diverted our attention from the most important determinant of child and youth well-being—the bond between child and parent," he said.

Uhlenberg supported his conclusion by pointing to surveys which have found that 66 percent of all parents believe they "should be free to live their own lives even if it means spending less time with their children." Moreover, Uhlenberg cited increases in the divorce rate and in the labor force participation of mothers as evidence of reduced parental interaction with and supervision of children.

"Increasingly, Americans are pursuing a selfish individualism which is inconsistent with strong families and strong communities," he said. "From the perspective of the child, it appears that parents are becoming available at times convenient to the parents, not at times when the child has the most need for attention."

Policy Recommendations

Although he called for general caution among social scientists in making policy recommendations, Uhlenberg did suggest several policy changes which would strengthen families. These recommendations included: allowing parents to be involved in the selection of their children's schools, requiring men to provide economically for their children after a divorce, and providing tax incentives to mothers who choose to remain at home to care for children.

Uhlenberg was quick to point out that government spending programs designed to address problems have not succeeded. Accordingly, he encouraged a greater role for churches and community groups in strengthening families.

Evaluation

In evaluating the study, Dr. Peter Benson, president of the Search Institute, questioned Uhlenberg's definition of well-being. Rather than focusing solely on external factors, he said Uhlenberg should have considered "internal life" factors such as youth social skills, spiritual commitment, and future aspirations.

Moreover, Benson and Dr. Carol Statuto, deputy staff director for the Minority House Select Committee on Children, Youth, and Families, suggested that the *causes* of the declining well-being of youth should have been broadened as well. While both Benson and Statuto considered the parental bond a key factor, they said wider cultural and societal factors could have contributed to the decline as well.

"Young people today are exposed to a tremendous diversity of lifestyles," Benson said. "They must cope with environmental challenges, such as making choices about sexuality and drugs, as early as the elementary school grades."

Community Programs for Adolescents

In citing the need for greater community involvement, Jack Calhoun, executive director of the National Crime Prevention Council said, "Our society does not pay attention to kids until they cross a pathological line."

He said we have failed to encourage teens to take responsibility for their actions and have neglected the need of adolescents to serve. Calhoun pointed to one program in which teens convicted of crimes met their victims face-to-face with community people present as mediators. The message to these teens was that they are responsible and vital members of the community. As punishment, the offenders were sentenced to community service: vandals were required to work in schools; thieves were assigned to guard the elderly as they cashed their social security checks; and other delinquents were required to perform other service functions.

Calhoun also commended several local government initiatives that are fostering community membership among adolescents. For example:

- in San Antonio, Hispanic youth are cleaning alleys and decorating them with Spanish motif murals;
- in Cleveland, older children are tutoring younger, and the truancy rate is down for both; and
- in Atlanta, 75 hours of public service are required before high school graduation.

APPENDIX A

*Speakers and Program Participants**

Benson, Peter, Ph.D. Dr. Benson is the president of the Search Institute, a nonprofit research organization based in Minneapolis. The author of numerous books and articles, Dr. Benson holds a doctoral degree in experimental social psychology from the University of Denver.

Bovenizer, David An associate editor at the Ethics and Public Policy Center in Washington, D.C., Mr. Bovenizer spent 13 years in teaching and journalism. He has monitored education policy extensively for the past eight years.

Calhoun, Jack Mr. Calhoun is the executive director of the National Crime Prevention Council, a post he has held since 1983 when he resigned his position as director of governmental affairs for the Child Welfare League of America. During the Carter administration, Mr. Calhoun served as commissioner of the Administration for Children, Youth and Families.

Carlson, Allan, Ph.D. Dr. Carlson is the president of the Rockford Institute and editor of *Persuasion at Work*. An expert on family and population issues, Dr. Carlson holds a doctoral degree in history from Ohio University.

Coats, Dan Congressman Coats is the ranking minority member of the House Select Committee on Children, Youth, and Families. A graduate of Wheaton College, Coats represents Indiana's fourth congressional district.

Dobson, James, Ph.D. Dr. Dobson is a psychologist and author of several best-selling books, including *Dare to Discipline* and *The Strong-Willed Child*. He is the founder and president of Focus on the Family, and a member of the board of directors for the Family Research Council. Dr. Dobson's daily radio broadcast is heard on more than 800 stations throughout North America. He received his Ph.D. from the University of Southern California.

Finn, Chester, Ed.D. Dr. Finn is the assistant secretary for Research and Improvement in the U.S. Department of Education. A graduate of Harvard University's School of Educational Policy and Administration, Dr. Finn has previously served as a research associate at the Brookings Institution and as the legislative director for Senator D. Patrick Moynihan.

Guiness, Os, Ph.D. Currently guest scholar with the Brookings Institution, Dr. Guiness holds degrees from the University of London and Oxford University. He formerly served as guest scholar at the Woodrow Wilson Center for Guest Scholars, and studied for eight years with Dr. Francis Schaeffer in L'Abri, Switzerland.

Hunter, Brenda Mrs. Hunter is currently working toward her Ph.D. in psychology at Georgetown University. She has authored two books, *Beyond Divorce* and *Where Have All the Mothers Gone?*

Larson, David, M.D. A research psychiatrist at the National Institute of Mental Health (NIMH) specializing in geriatric psychiatry and epidemiology, Dr. Larson's particular emphases are on the mentally-ill, aged, and the development of services for those with physical and/or psychiatric diseases.

Merrill, Janet, Ed.D. Dr. Merrill holds an Ed.D. degree from Columbia University and is an expert in elementary education and standardized testing. Presently, she is professor of psychology and education at Dallas Baptist University.

Moore, Raymond, Ph.D. Founder and former president of the Hewitt Research Foundation, Dr. Moore is the foremost authority on home schools in America. With his wife, Dorothy, he has authored a number of books including the best sellers *Better Late than Early, Home Spun Schools, Home Grown Kids,* and *School Can Wait.*

Rekers, George, Ph.D. Dr. Rekers is a professor of neuropsychiatry and behavioral science at the University of South Carolina School of Medicine. A member of the Family Research Council's board of directors, Dr. Rekers is the author of several books, including *Family Building, Growing Up Straight, and Shaping Your Child's Sexual Identity.*

Regier, Jerry Mr. Regier is the president and board chairman of the Family Research Council. Prior to assuming this position, he served as the associate commissioner of the Administration for Children, Youth, and Families in the U.S. Department of Health and Human Services.

Rich, Dorothy, Ed.D. Dr. Rich is the founder and president of the Home and School Institute based in Washington, D.C. She is the author of a number of books, and the developer of several training workshops for professionals.

Statuto, Carol, Ph.D. Dr. Statuto is deputy staff director for the minority on the House Select Committee on Children, Youth, and Families. Before joining the Select Committee in 1984, she served as project director for the Family Impact Seminar at the Catholic University of America in Washington, D.C. A specialist on work and the family, Dr. Statuto has been a Congressional Science Fellow and a post-doctoral fellow with the Bush Program in Child Development and Social Policy.

Uhlenberg, Peter, Ph.D. A professor of sociology at the University of North Carolina, Dr. Uhlenberg is the author of numerous scholarly articles on social demographic trends. He holds a Ph.D. from the University of California (Berkeley).

Vitz, Paul, Ph.D. Dr. Vitz, a professor of psychology at New York University, holds a Ph.D. from Stanford University. His research interests have included religion, psychology, and art. He is the author of *Psychology as Religion: The Cult of Self-Worship.*

Watts, Lela As the director of the Nebraska Center for Children and Youth, Ms. Watts has been instrumental in developing programs which have reduced anti-social behavior among youth.

APPENDIX B

*Community Organizations**

American Mothers, Inc., Waldorf Astoria, 301 Park Avenue, New York, N.Y., 10022. American Mothers is recognized as the official sponsor of Mother's Day and the National Mother of the Year program. In addition, American Mothers conducts a Young Mothers Program, which forms study/discussion groups on how to increase parenting skills and strengthen family life.

Christian Educators Association International, P.O. Box 50025, Pasadena, Cal., 91105. CEAI works to foster cooperation between the school and the home, encouraging parents to be involved in their community schools. Since 1953, the CEAI has provided a forum for Christian educators to share techniques, ideas, and concerns.

Equal Partners, 11348 Connecticut Ave., Kensington, Md., 20895. Equal Partners has developed "The Dynamics of Relationships," a full-year, five-day-per-week, one-credit elective course. The course takes a broad preventive approach to the many social problems and crises involving teenagers today. Included in this list are pregnancy, suicide, drug and alcohol abuse, dropping out of school, and violence. The course is designed to help young people to develop self-esteem, communications skills, coping ability, and realistic expectations for relationships.

Family Service America, 44 East 23 Street, New York, N.Y., 10010. Founded in 1911, FSA is a leader in the family service movement in North America. It advises more than 250 counseling organizations and agencies, providing them with technical assistance, research information, and broad-based advocacy.

Home and School Institute, 1201 16th Street, N.W., Washington, D.C., 20036. HSI specializes in nurturing the academic and social development of all children through programs, materials, training, and conferences. Its programs have focused on academic achievement for children, life-coping skills for families, prevention of child abuse, increased job skills for teens, and life enrichment for the elderly.

Learning with Infants and Toddlers (LIT), 2219 S.E. 68th Avenue, Portland, Ore., 97215. Warner Pacific sponsors a parent education program that provides training in parenting skills. Through guided observation, LIT enables parents to gain insights into the behavior of their child. LIT is founded on the premise that parents are the most important teachers of children, and that parents can learn. LIT provides an environment for observation, the modeling of positive parenting response, and opportunities for discussion with other parents.

Mothers At Home, P.O. Box 2208, Merrifield, Va., 22116. Dedicated to the support of mothers who choose to stay home to nurture their families, Mothers

at Home was founded in 1983. The organization's primary goals are: 1) to help mothers at home realize that they have made a commendable choice; 2) to help mothers excel at their role; and 3) to correct society's misconceptions about mothering in the 1980s. To reach these goals, they publish a monthly newsletter, carry out relevant research projects, and speak to the media and the public.

National Organization on Adolescent Pregnancy and Parenting, Inc., Washington, D.C. Area Office, P.O. Box 23665, Reston, Va., 22090. NOAPP is the only national network geared exclusively to pregnant and parenting adolescents. For these groups, the organization promotes public awareness, conducts conferences and workshops, and serves as a national clearinghouse for information and resources.

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* *The views expressed by the speakers and organizations that participated in the 1986 Family Research Council Network Conference do not necessarily reflect those held by the Family Research Council. The Family Research Council believes that much can be gained from the free exchange of ideas and information.*

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